

**COMMUNITY INVOLVEMENT, ACADEMIC SERVICE LEARNING
INTEGRATION, AND SOCIAL COMMITMENT
OF TERTIARY STUDENTS OF COLEGIO DE SAN JOSE**

By

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ABSTRACT

Academic Service Learning (ASL) had been in practice in the United States since the 1980's but only recently introduced in the Philippines. In Vincentian institutions, the practice is known as Academic-Religious Education-Community Extension Services [hyperlink](#) (ARCH). This study aimed to discover the impact of Academic Service Learning on tertiary students of Colegio de San Jose, a higher education institution in Iloilo City, Philippines. The study examined and described the correlation among the community involvement, academic integration of service learning, and the resulting social commitment of 187 students grouped according to their year level, the courses they were taking and the frequency of their visit in the designated community for ASL. The students' perception of their levels of community involvement, social commitment and the integration of ASL in the curriculum were compared. The participants were 62 freshmen, 40 sophomores, 43 juniors, and 42 seniors; 52 were enrolled in business courses, 26 were in health care services, 26 were in information technology and 83 were in education. The frequency of the students' visit to the community varied from never, occasional, once a year, once a semester, once a month to every week. The primary sources of data were: researcher made questionnaire, students' journal, and unstructured interview. The results showed that the students' assessment of the levels of community involvement, social commitment and the integration of ASL in the curriculum when taken as a whole and when grouped according to year level and course taken were high but when students' were grouped according to frequency of visit, the levels of community involvement, and social commitment varied. The results further revealed that the students' assessment of the levels of community involvement, social commitment and ASL integration had no significant statistical difference. Logically, when grouped according to year level, the community involvement between groups showed a significant level of difference at 0.045 since the longer the students' stay in college the greater opportunity that students were involved in ASL. Thus, the result of the study confirmed that Academic Service Learning has impact on tertiary students as manifested by their high levels of community involvement and social commitment. An intensified and broader curriculum integration of ASL is needed to advance the effort towards social transformation.

Chapter I

INTRODUCTION

In the bible it is written, “Faith without action is dead” (James 2:17). Today one would say “action speaks louder than words.” Or to be more hip, “walk your talk” beats just talking. While there is no doubt that the primary role of higher education is academic, the goal of educators is also to develop graduates who are fully functioning members of society. Most valuable citizens and community leaders are often produced through off-campus activities. The Information Age has dramatically changed the definition of the nature of work, and educators are faced with the dual challenge of preparing students to be productive in today’s highly competitive marketplace while imparting the values necessary to sustain society (Harkavy, 1995).

In response thereto, it is most important that there exist an efficient and harmonious interrelationship between the academic community, religious education (RE) unit and the community extension services (CES).

In 2003, the Colegio de San Jose administration issued an institutional directive to make the Academic-RE-CES Hyperlink operational. The idea is to create a closer coordination between the three units whereby the students learn and develop through active participation in organized service experiences that actually meet community needs at the same time develop the core values that the school espouses.

Despite this effort, the endemic issue of lack of coordination continues to hound the program that leads to consequent clashes of personalities, disorganized outreach activities and conflicts in schedule of groups that extend their assistance to the community. Furthermore, there seems to be no development of the value of social commitment among students. Casual interviews of the participants after each activity manifest dissatisfaction and frustration as to the outcome of the event. Complaints such as waste of precious time, resources and even sacrifice of academic time were mentioned. The common perception in the institution of the Academic, Religious Education and Community Extension Services was that these programs and activities were disconnected and unrelated to one another.

This investigation was therefore, conducted to find relevance in the Academic-RE-Community Extension Service Hyperlink program and to determine the relationship among the students’ perception of the levels of their community involvement, integration of service learning in the curriculum, and their value of social commitment.

Statement of the Problem

The primary purpose of this study was to determine the significant relationship among Colegio de San Jose Tertiary students' levels of awareness of their community involvement, the integration of academic service learning and their value of social commitment.

More specifically, it attempted to answer the following questions:

1. What is the level of students' community involvement?
2. Does the level of students' community involvement vary significantly when respondents are classified according to their:
 - a. year level
 - b. courses being taken and
 - c. frequency of their visit to the community?
3. What is the level of students' awareness of the integration of service-learning in the curriculum?
4. Does the level of students' awareness of the integration of academic service-learning vary significantly when students are classified according to their:
 - a. year level
 - b. courses being taken and
 - c. frequency of visit to the community?
5. What is the level of student's social commitment?
6. Does the level of students' social commitment vary significantly when student respondents are classified according to their:
 - a. year level
 - b. courses being taken and
 - c. frequency of their visit to the community?
7. Does the level of students' community involvement relate significantly with their level of awareness of integration of service-learning in the curriculum?
8. Does the level of students' community involvement relate significantly with the level of their social commitment?
9. Does the level of students' awareness of the integration of academic service-learning relate significantly to the level of their social commitment?

Null Hypotheses

1. The level of students' community involvement does not vary significantly when the respondents are classified according to their year level, the courses they are taking and the frequency of their visit to the community.
2. The level of students' awareness of integration of service learning in the curriculum does not vary significantly when the respondents are classified according to their year level, the courses they are taking and the frequency of their visit to the community.
3. The level of students' social commitment does not vary significantly when the respondents are classified according to their year level, the courses they are taking and the frequency of their visit to the community.
4. The level of students' community involvement does not have significant relationship with the level of students' awareness of integration of academic service-learning.
5. The level of students' community involvement does not have significant relationship with the level of students' social commitment.
6. The level of students' awareness of the integration of academic service-learning does not have significant relationship with the level of their social commitment.

Theoretical Framework

This study theorized that learning is “knowledge-imbibing” (Academic), “values enhancing” (Religious Education) and “knowledge-sharing” (Community Extension Services). If students engaged in community service where their gained knowledge was practiced, more effective learning would result and integral formation of person was achieved as manifested through the persons' commitment to uplift their fellow human beings.

Service learning was based primarily on the views of John Dewey, a philosopher and educator who advanced the concept that active student involvement in learning was an essential element in effective education. He viewed the community as an integral component of educational experiences both for enhancing a student education and for developing future societies (Waterman, 1997).

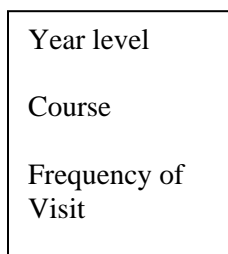
According to Dewey's pragmatic philosophy on education and learning, education is the continuous reconstruction of experiences that promote growth towards social ends.

He emphasized the importance of “Learning by doing,” as opposed to the dogmatic authoritarian teaching methods which result in rote learning. He advocated the laboratory and workshop courses that enhanced the students’ creativity and cooperation.

Another theory that supported the practice of community service and service learning was Alfred Adler’s humanistic theory of personality. According to him, human beings are social creatures by nature. They were endowed with altruism, humanitarianism, cooperation, creativity, uniqueness, and awareness. Through interpersonal and social relations with others, they developed social traits like cooperation, identification with the group, and empathy (Microsoft Encarta Encyclopedia, 2002). The central concept of Adler’s was the feeling of community. If people have developed social interest at the affective level, they are likely to feel a deep belonging to the human race and, as a result, are able to empathize with their fellow humans. At the cognitive level, they can acknowledge the necessary interdependence with others, recognizing that the welfare of any one individual ultimately depends on the welfare of everyone. At the behavioral level, these thoughts and feelings can then be translated into actions aimed at self development as well as cooperative and helpful movements directed toward others. Thus, the feeling of community encompasses individuals’ full development of their capacities (knowledge-imbibing), a process that is both personally fulfilling (values-enhancing) and results in people who have something worthwhile to contribute to one another (knowledge-sharing).

Conceptual Framework

Independent Variables



Dependent Variables

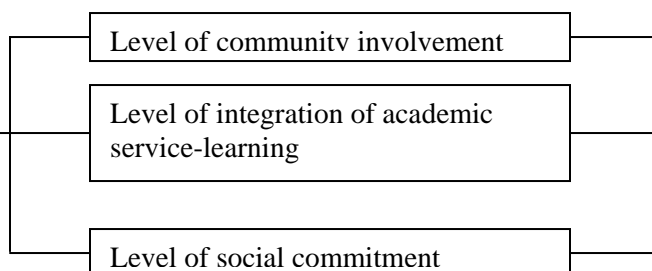


Figure I

Paradigm showing the hypothesized relationship of the variables of the study

In this study, the independent variables are the year level of students according to the registrar’s classification, the courses that the students are taking at the time of the investigation and the number of visits that students conducted in the course of their

community service in Barangay Sooc, Arevalo, Iloilo City. The dependent variables are the students' level of community involvement, the level of the integration of service-learning in the curriculum and the students' value of social commitment. The relationship of the variables of the study is shown in figure 1.

The researcher intends to find out whether the year level, the courses taken and the frequency of visit to the community have any significance on the students' level of community involvement, the level of their awareness of integration of academic service-learning and the level of their value of social commitment.

Significance of the Study

The result of this study could be beneficial to the administrators of Colegio de San Jose particularly the Higher Education Department since it is the unit that has an Academic Based Community Service courses. In addition, the Higher Education Department could benefit from the investigation made by other institutions that reported positive retention in a university with courses that offers service-learning components (Gallini & Moely, 2003).

The Faculty members could benefit in this study in the sense that it would likewise improve their teaching method as they learn and practice the pedagogy of service learning. The faculty shall be able to take into consideration the students' social commitment while preparing curriculum-based service learning activities.

Furthermore, the students would benefit from these results in the sense that educators would know and understand more how students should be inspired, and motivated, in order to excel academically, grow spiritually and respond compassionately to the needs of their immediate community.

The residence of Barangay Sooc, Arevalo, Iloilo City could also benefit as both the institution and the students learn how best to serve the community and the society from the result of this study.

Even the Church, could gain from this study because the faithful from this institution would be able to live out their mission and facilitate the renewal of the Church as the Body of Christ.

Finally, the School could benefit most of all since its members would be instilled with a sense of pride and ownership of their educational, spiritual and social experiences and the desire to continue knowing God, loving and serving Him through His people especially the less privileged.

Definition of Terms

For purposes of clarity and understanding the following terms were given their conceptual and operational meanings:

Community involvement is the participation in the life of a group of people living together in a geographical area, large or small, that has a common interest, actual or potentially recognized in the social welfare field (Miclat, 1993). Community involvement in this study refers to the services rendered by the college students of Colegio de San Jose for the benefit of identified beneficiaries living in Barangay Sooc, Arevalo, Iloilo City which is the service area of the institution. The level of students' community involvement was gauged through a researcher made questionnaire and was rated as very high, high, moderate, low and very low.

Integration of academic service learning is a term to denote activities that enhance learning through a service project with a specific objective in the curriculum. An activity is academic when it conforms to the traditions or rules of a school or an official academy. (Webster's School Dictionary, 1980). In this study, integration of academic service learning connote learning activities with the objective of providing service included in the curriculum as in the case of National Service Training Program (NSTP), Community Immersion and Integration Program (CIP/I), Related Learning Experience (RLE) and the Exposure-Immersion and Dialogue of Life, Catechetical outreach and Community Organizing Program incorporated in the Religious Education classes. The level of academic integration was gauged through a researcher made questionnaire and was rated as very high, high, moderate, low and very low.

Social commitment is defined as the audacious love of country and dedication to the transformation of communities and society (CSJ Student Handbook. 2002). Social commitment of the students is manifested through their dedication to the service they render to the beneficiaries of Barangay Sooc, Arevalo, Iloilo City. The level of the students' social commitment was gauged through a researcher made questionnaire and was rated as very high, high, moderate, low and very low.

A **Tertiary student** is one who has completed the elementary and secondary level of education (American Heritage Dictionary, CD-ROM, 1994). In this study, a tertiary student refers to one who was enrolled during the first semester of the academic year 2005-2006 in the Higher Education Department of Colegio de San Jose.

Colegio de San Jose is a member school of the St. Louise de Marillac Educational System. It is run by the Daughters of Charity of St. Vincent de Paul, Philippine Province. It is located at Lopez Jaena Street, Jaro, Iloilo City, Philippines. It is one of the three schools of the Integrated Administration of Western Visayas under Sr. Ma. Lourdes S. Verzosa, D.C. (CSJ Student Handbook. 2002). In this study, Colegio de San Jose Higher Education Department is the location of the investigation.

A **Year level** is a relative position or rank in the academic hierarchy (American Heritage Dictionary, CD-ROM, 1994). In this study, the students' year level shall be understood as First Year, Second Year, Third Year and Fourth Year according to the category that the CSJ office of the registrar has reflected on the students' registration form.

A **Course** is a complete body of prescribed studies constituting a curriculum (American Heritage Dictionary, CD-ROM, 1994). In this investigation an academic course being taken by the students shall refer to the courses offered in the Higher Education Department. Those courses are: Bachelor of Science in Commerce, Bachelor of Science in Information Technology, Certificate in Computer Secretarial, Bachelor of Science in Elementary Education, Bachelor of Science in Secondary Education, and Certificate in Health Care.

Frequency of visit means the number of times a person call on another socially and may spend time at a place with certain intent (American Heritage Dictionary, CD-ROM, 1994). In this study, frequency of visit means the number of times a student go to visit a household as a guest or to go in order to console, to aid or to provide assistance and to learn from their way of life. Assistance in this study; includes technology transfer on health, nutrition, sanitation and feeding activity (soup kitchen); Day care centers, tutoring, evangelization, and catechism classes. The frequency of visits ranges from never, occasionally (during feast days and special events), once a year, once a semester, once a month to once a week.

Delimitation of the Study

The investigation was a correlation study of students' level of community involvement, the level of awareness of academic integration of service and the level of social commitment.

Though Gay (1976) suggested 30 subjects for correlation research, the author determined the adequate sample using the Sloven formula (Pagoso, et. al. 1988) and came up with 186.84 subjects that comprise 54% of the population of the Higher Education Department of Colegio de San Jose. Therefore, the subjects of the investigation were one hundred eighty-seven (187) students from the Higher Education Department who were enrolled during the first semester of the Academic Year 2005-2006. Data needed for this investigation were gathered through the use of researcher-prepared assessment survey questionnaire. The researcher also conducted casual interview of subjects and referred to their journals and portfolios for qualitative data. To describe the data gathered, the frequency count, mean scores and standard deviations and percentages were used. For the relationship among the students' level of community involvement, the level of their awareness of academic integration of service and the level of their social commitment, the Analysis of Variance (ANOVA) and Pearson r were used.

All statistical computation was processed through the Statistical Package for the Social Science (SPSS) software.

Structure of the Study:

The rest of the paper is organized as follows: Chapter 2 contained the review of related literature and studies; Chapter 3 described the research design and methodology used; Chapter 4 discussed the analysis and interpretation of the data gathered; and finally, Chapter 5 presented the summary, conclusion and recommendations of the study.

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

This study was conducted to determine the relationship among Colegio de San Jose tertiary students' level of community involvement, the level of awareness of integration of academic service learning and the level of social commitment.

Discussed in this chapter are some conceptual literature and studies related to the present investigation for the purpose of giving the readers a clear view of the study.

Part One discusses the Academic-Religious Education-Community Extension Services Hyperlink which was the origin of the investigation.

Part Two discusses Community Involvement

Part Three discusses Integration of Academic Service Learning and

Part Four discusses Social Commitment

The search for literature to appropriately describe the tripod relationship of student's community involvement, academic integration of service and the value of social commitment was a difficult task since the researcher was not able to find locally any existing study or articles that deal with these three subjects together. However, there were volumes of materials in the internet that discussed these three areas combined and indirectly referred to each one with the use of another term that is service learning.

Service learning will be discussed more in the following section.

For some time now, Colegio de San Jose and the Daughters of Charity had been in search for the most effective way to teach the Vincentian Heritage of preferential love for the poor and truly create an impact in the Philippine society through social transformation. The Academic - Religious Education – Community Extension Service Hyperlink was formed to respond to this need.

Academic-Religious Education-Community Extension Services Hyperlink (ARCH)

The Academic – Religious Education – Community Extension Services Hyperlink grows out of the need for a harmonious working relationship between the tripod of academic, religious education and community extension services and the desire to be relevant and respond positively to the call of DUC IN ALTUM, an institutional directive

for 2004-2007. This is a continuation of the institutional directive for academic year 2002-2003 that is to reach new heights of “Teaching minds, touching hearts, and transforming lives”. It deals with the necessity based on the experiences of the entire school community: Faculty, staff, students, parents and Alumni who participated in the programs formulated by the community extension services (St. Louise de Marillac Foundation Incorporated-LMFI) CSJ unit.

As a **program**, the Hyperlink is an umbrella term to identify a vast number of program models, titles, and organizations which share one core attribute: the motivation of the youth to provide service to their school and community. It brings together under one roof the programs of academic-based service, the apostolate of religious clubs, and the community-based program of St. Louise de Marillac Foundation, Incorporated (LMFI). It serves as a guide for curricular program design and implementation, and maintains partnerships with service agencies and organizations in the area of Iloilo City and the Western Visayas Region as a whole.

As a **Service-Learning Model**, it covers all aspects of a persons’ integral formation. The desired integration of the head, heart and hand is clearly manifested when the knowledge and skill learned in the classroom (Academic) is permeated with Christian and Vincentian values (RE) as it finds expression in the commitment of participants in the service of the Church and society (CES).

The Goals and Objectives of Academic-Religious Education-Community Extension Service Hyperlink (ARCH)

The primary concern of ARCH is to bring into one roof all community outreach activities as a service-learning endeavor and to integrate service-learning into the culture of the institution; thus, synchronizes all outreach activities for proper monitoring and documentation and gives proper recognition to all service-learning (outreach) efforts conducted by every member of the school community. With the Academic community, the ARCH promotes and supports service-learning pedagogy at all level through faculty incentives for involvement in service as a learning resource for students. The ARCH shows support to formalized partnerships with community agencies and organizations side by side with education and supervision of agencies as to their rights and commitment to service learning. In addition, the ARCH provides students with service learning that is in consonance with the school’s vision and mission thus uphold its Mission statement.

Service learning

Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. As a strategy, service-learning cuts across the curriculum. This means that any course or subject in the college could use this methodology to enhance the teaching of the lessons.

As a method, service learning responds to the need of the community extension service unit for the faculty to fully participate in its program for community service as they integrate service learning projects in their syllabi as required by the Philippine Accreditation Association of Schools, Colleges and Universities (PAASCU) for accreditation. What makes service learning unique is the incorporation of periods for reflective discussions of learning experiences during the service rendered in the community. In addition, writing of journal and preparing portfolios allow the student to thoughtfully reflect upon the encounter that transforms their values and preferences. The program involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community (Campus Compact National Center for Community Colleges).

Eyler & Giles (1999) defined service-learning as a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skill for themselves.

Campus Compact (2001) confessed that service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task, self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content.

Subjects with service-learning such as National Service Training Program (NSTP), Community Immersion/Integration Program (CIP), Related Learning Experience (RLE), Exposure-Immersion, Dialogue of Life, Catechetical Outreach and Community Organizing Program in Religious Education Classes have three basic components:

1. The first is sufficient preparations which include setting of objectives for skills to be learned or issues to be considered, and planning of projects so the students contribute to learning at the same time do the task.
2. The second component is simply performing service.
3. The last component is analysis of the experience or when the participants analyze and draw lessons, through discussion with others and making reflection on the work done. Thinking about the service addresses the needs of the community for it promotes concern about community issues and commitment to being involved, a mark of an active citizen. At the same time, the analysis and thought allow the participants to identify and absorb what they have learned.

There are three types of service-learning endeavors which Colegio de San Jose also assume:

Academic-based service-learning activities are those that enhance learning by connecting a service project to the traditions of an institutions (religious club apostolate) or laws imposed by the government (NSTP), (CIP/I), (RLE), including office practice or practicum and practice teaching.

School-based service-learning activities are those that provide assistance to the school community such as tutoring before and after school, remedial and enrichment classes, environmental projects, and special projects for the school and possible projects for special students.

Community-based service-learning activities are service to a non-profit organization or an individual or group in need of assistance. The service is done outside the school community and for the benefit of others. Barangay Sooc, Arevalo, Iloilo City is the identified service area of Colegio de San Jose.

In an article, **Community Service and the University: Models of the Past**, (University of Texas, 2004) community service projects and initiatives are categorized as: Faculty Outreach, Course-Related outreach, Student Volunteer, Youth enrichment and Special Initiatives. Colegio de San Jose also adopted these categories:

- **Faculty Outreach** activities are formal activities led by faculty or staff members to link their work to the communities. Examples of such are involving oneself as a Lector, lecturer, Parish Council officer, Resource Speaker, Youth coordinator, etc.
- **Course-Related Outreach** activities are efforts for which students receive academic credit. These include internship for students which provide them indispensable practical experiences needed for work in education, health service, management, and public affairs
- **Student Volunteer** activities are programs initiated by students to allow college volunteers to use their talents for the betterment of society such as joining the Parish Pastoral Council for Responsible Voting (PPCRV), Environmental Program or Clean-up Drive, Child and Women Crises Center Volunteer and other Advocacies.
- **Youth Enrichment** includes youth-oriented activities directed at pre-college students. These are activities undertaken by faculty, staff, and students that may have elements of college recruiting program. Youth Camp and club activities such as formations and apostolate fall under this category.
- **Special initiatives** are outreach efforts with unique characteristics that cannot be classified elsewhere (University of Texas, 2004). This may include formation packages in Vincentian Spirituality with service components such as Project Vincent.

In the ARCH, the three units are brought together with one purpose, that is, to motivate the youths to the service of their school, the Church and the community. The three units namely: Academic Community, the Religious Education, and the Community Extension Services have their own functions in making service-learning operational and successful. The academic community is to create a culture of service-learning where skills and knowledge learned in the classroom finds expression in the service to others. The religious education is to permeate all levels and aspects of the institution with Christian and Vincentian values as manifested in their compassionate service and social commitment. And the community extension services office is to prepare the grounds for community-based service learning and provide networking with prospective service recipients and other service providers.

However, service learning goes beyond volunteerism because it increases students' personal involvement in academic and civic life. The academic goals of service learning distinguish it from volunteering. For example, students can plant trees around Maasin watershed area to comply with the requirements of graduation. But a service learning approach focuses on the academic content so that students can understand why they are planting certain trees and why there is flash flood in Iloilo City and what conflicts arise between kaingeros (slash and burn planting method farmers) and government agencies.

A special goal of service learning is –or should be- to boost students' interest and future participation in civic life. Kahne (2000) said, "Volunteerism is different from collectively figuring out a response to a major social issue." He added that the degree of sophistication about understanding civic life that students gain from their service learning experience depends on the project's design and intent. He continued to say that the goal should be to gain the ability to critically examine and respond to social issues.

While service-learning programs had become popular on college campuses across the United States, there had been relatively little empirical data about their effects on students. The Comparing Models of Service-Learning research project had gathered data from over 1500 students at 20 colleges and universities in an attempt to answer some of the pressing questions about the value added to students of service learning by combining community service and academic study. The study noted that students who chose service learning differed from those who did not in the target attitude, skills, values and understanding about social issues. Furthermore, participation in service learning had an impact on these outcomes over the course of a semester (Giles, D. E. Jr., & Eyler, J. undated).

Although the academic service learning pedagogy had been in use for decades in the United States, colleges and universities in the Philippines apply other terms to describe the same idea. In a recent interview with the executive director, Laurie Worall, Ph. D. of the Steans Center of De Paul University, Chicago, Ill., U.S.A., and Marilyn

Fleckenstein, Ph. D., the Vice President for Academics of Niagara University, New York, U. S. A., revealed that indeed service learning is operating in the Philippines but under different terms such as community service, community outreach, and similar names. De Paul University, Niagara University and Colegio de San Jose, all belong to the global network of the Vincentian institutions.

Community involvement

In the Philippines, community extension service is one of the important trilogies of functions of higher education institutions. The staff in extension centers is employed in both government and non-government institutions to become the promoter and agent of change. Most universities and colleges have their own extension activities. At the system level, a key extension unit at the University of the Philippines is the UP “Ugnayan ng Pahinungod”/ Oblation Corps. Established in 1993, this volunteer service program engaged in health mission, education, agriculture and community organizing, among others. De La Salle University-Manila has the Center for Social Concern and Action (COSCA) that render service in both urban and rural poor communities through social development work. It collaborates with different departments within the campus to integrate community service within the academic curriculum. It also initiates volunteer programs through camps, immersions, issue advocacy drives, medical mission and relief operations, among others (DLSU-Manila, 2005). The Saint Louis University of Baguio City has a social responsibility and commitment to community service through the Medical Outreach Mission Foundation (MOMFI), the Extension Institute for Small Scale Industries (EISSI), and the Regional Science Teaching Center (RSTC). The MOMFI renders specialized medical, surgical, and pediatric services to the needy in the rural areas of the Cordilleras. The EISSI assists people in the region in creating and sustaining small businesses. The RSTC trains thousands of elementary and secondary school teachers to strengthen science and mathematics education in the Philippines (SLU-Baguio, 2005).

In Colegio de San Jose, involvement in the community is as old as the foundation of the Daughters of Charity that own and manage the institution. St. Vincent de Paul and St. Louise de Marillac who founded the little company formed the sisters to love the poor and place the welfare of the poor in the heart of their ministry; hence, involved themselves in the community where the poor are present. The Community Extension Services of St. Louise de Marillac Foundation, Incorporated in Colegio de San Jose opens the community to the students and shares the work of providing the services needed in consultation with the people. Services rendered ranges from a simple home visitation to a more complicated establishment of a day care center and a non-formal education program for the service recipients.

With the enactment of the National Service Training Program of 2001 (RA 9163) the nation has now come to see the important role of the youth in social transformation. Thus, the program aims to enhance civic consciousness and defense preparedness in the

youth by developing the ethics of service and patriotism. The Civic Welfare Training Service (CWTS) and the Literacy Training Service (LTS) are the service components of the NSTP which are programs or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and morals of citizenry.

Community organizing is the method of social work that is presently being widely used yet least known and inadequately taught in the schools of Social Work in the Philippines (Miclat, 1993). Most academic based service learning programs in the country today include community organizing in their curriculum. Community organization is a process forged along people's empowerment and the essential formation of a self-reliant organization that will facilitate development in a sustainable manner (Norman, 1998). As a process it involves a series of interrelated activities aim to unify the people into an organization. It involves people participation in all stages of organizing process. It manifests people's collective will to participate, voice out and be heard and to decide as a unified group (Lee, 2005).

The steps in organizing the community that guide those involved are the following:

- ✓ entry in the community where the basic information are gathered and the rapport with the people in the community is established;
- ✓ integration with the people which is also another term used to mean inculturation or learning the ways of the residents in the area;
- ✓ community study or situational analysis is the stage when the organizers raises the consciousness of the people of their own needs;
- ✓ identifying and developing potential leaders is most crucial to the sustainability of the program in the community;
- ✓ a series of formation to prepare the core group in their tasks and responsibilities is the next step;
- ✓ after which the group themselves choose the leaders to set up the structure that directs the growth of the community;
- ✓ finally, the organizers' role is to provide support to the leaders until such time when the community stands on their own.

With community organizing, the focus of the attention is on the community. However, in academic service learning the focus is not only on the community but also on the students learning from the community - the service recipient and the service provider.

The Community Immersion and Integration Program and the Related Learning Experience are two other Academic based Service-learning applications in the schools in the Philippines today. The Community Immersion and Integration Program has for its legal basis the Commission on Higher Education (CHED) order No. 56, s. 1996 which

authorize the integration of Community Immersion/Integration Program (CIP/I) in practice teaching effective in the second semester of SY 1998-1999 in the BSED/BEED courses.

Whereas, with the increase demand for caregivers abroad, Technology and Skills Development Authority (TESDA) which regulates all skills training courses requires the inclusion of 200 hours of Related Learning Experience for all Certificate in Health Care and Care Giving courses. Yet, the researcher has not found any locally published impact studies on these programs.

In the Province of Ontario, Canada, the new secondary school program which is equivalent to the Philippine's second year college level requires all students to complete 40 hours of community involvement in order to graduate. These activities may be completed at any time during their years in the program. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement benefits communities but its primary purpose is to contribute to students' development. It provides opportunities for students' to learn about the contributions they can make to the community (Canadian Policy, 2005). De Paul University of Chicago, Illinois has made a name in the United States as one of the 23 stellar programs in service learning through its commitment to community-based service learning. Its community involvement programs create opportunities for students to develop a lifelong commitment to service, civic engagement and leadership (DPU-Chicago, 2005).

Integration of Academic Service Learning

Except for Religious Education that is the core of the curriculum of a catholic institution, the National Service Training Program (NSTP), the Community Immersion and Integration Program (CIP/I), and the Related Learning Experience (RLE) are mandated subjects that integrate community service in the curriculum. RE, on the other hand, is mandated by the institutional vision-mission to incorporate service-learning to benefit the persons of the poor- who are the service provider and the service recipient.

Though, the investigator has not found any locally published study on academic service-learning, the following studies done in the United States, strengthened the resolve of the researcher to undertake the investigation to support the Academic-Religious Education-Community Extension Services Hyperlink that Colegio de San Jose advocates as a local interpretation of Academic Service-Learning.

Noteworthy was the work of Morgan and Streb (1997) who remarked that integrating service-learning in the curriculum is "an effective pedagogical tool in improving student's academic performance as well as making them better citizens."

Morgan's (Indiana, Department of Education report 1997-98) attested that "service learning is an effective pedagogical approach by educators that empowers and revitalizes the teachers who use it. It also showed positive effects on students' grades, attitudes towards school and education, and civic education."

Some researchers using final course grades to measure student learning had discovered that students enrolled in subjects with service components achieve higher academic outcomes than comparable non- service learning students. (Berson, 1997)

Moely, MacFarland, Miron, Mercer, and Ilustre (2003) expressed the students' greater satisfaction in service learning with their courses. They recounted higher levels of learning about the academic field and the community than the students not participating in service learning.

Students engaged in service learning also manifested stronger faculty relationships than those who were not involved in service (Astin & Sax, 1998). They also expressed greater satisfaction with the college (Berson & Younkin, 1998) and admitted to be more likely to graduate (Astin & Sax, 1998).

However, other studies had failed to replicate these results (Miller, 1994).

Among the most important cognitive outcomes identified by service learning students were a deeper understanding of course material, a better understanding of the complex problems people face, and an ability to apply course material to real world problems (Eyler and Giles, 1999).

In other words, the researches assured that service learning experience which is integrated into the academic curriculum is a strong indicator of students' success. Additionally, when structured time is provided for students to think, talk and write about what they did and saw during the service activity, learning has a deeper impact on the students.

The Higher Education Research Institute published report in January, 2000, maintained that the quality of service to the community is clearly enhanced by directly applying the academic course material to the service experience. Then, reflecting on the service experience to understand course content enriched the service learning. The data is based on journals, and reflection papers of the participants in the study.

Consequently, this investigator used researcher-made questionnaire, journals and reflection papers of the participants in this study to underscore both qualitative and quantitative results, and the power of reflection as a manner of connecting the service experience to the academic. The primary forms of reflection used were discussions

among students, discussions with professors and written reflection in the form of journals and papers (Astin, Vogelgesang, Ikeda, and Yee, 2000).

According to Bradley (1970), service learning involved the component of reflection, which should be done continuously during the planning, and implementation through writing, speaking, and demonstrating. Students must be engaged in the evaluation and assessment of the project; while the teacher links the activities so students have the opportunity to understand the meaning and impact of their efforts. Research conducted on the reflection phase of service learning, or community service, established the fact that when reflection was present in the project, students were less likely to drop out of school. When reflection is not present, the program has a negative impact on students. Blyth, Saito and Berkas (1997) affirmed that without reflection, students feel less responsibility toward serving others, civic involvement, and the environment. The reflection component enabled the students to make a connection between what they were doing and what they were learning.

Though many colleges and universities in the United States were using service-learning paradigm to structure service-learning experiences for their students to reinforce and enhance the understanding of course material its benefits were undocumented. In the same manner, Philippine colleges and universities using service-learning pedagogy were unrecorded thus, the apparent deficiency of related materials for this study.

Social commitment

Clearly, service learning can be a powerful learning experience and especially important as a curricular option for those interested in advancing students' understanding of the diversity of their communities and their commitment to civic responsibility and justice-seeking. It is in this aspect that Colegio de San Jose's Religious Education Program is geared towards strengthening the value of social commitment among other core values that the institution prayed its students would gain from Academic Service Learning.

The Character Education Partnership stated that character education and service learning are integrally related. It added that "Character education promotes core values in all phases of school life and includes proactive strategies and practices that help children not only understand core, ethical values, but to care about and act upon them." It provided an innovative opportunity to connect academic learning and the values emphasized in character education with real-world application. By doing so, service learning helped all children and adult meet challenging academic standards and integrate core, ethical values into their daily lives (RMC Research Corporation, 2002).

In another research which involved a large, racially and socio-economically diverse sample of students, the result showed that compared with other students, students

with substantial hours of service-learning, a lot of reflection, and a high degree of motivation attributed to service-learning, significantly increased their belief in the efficacy of their helping behaviors, maintained their pursuit of better grades and their perception that school provided personal development opportunities. Furthermore, the outcome of the study indicated that service-learning could positively affect students' social responsibility and academic success" (Scales, Blyth, Berkas, & Kielsmeier, 2000. 20 (3), pp 331-358).

This was confirmed in Gorman, Duffy, and Heffernan's (1994) report on the impact of service learning on the moral development of 70 undergraduate students. They found out that those with service learning experience showed a significantly higher rate of growth on a moral development measures than those who did not participate.

In the book **Service-Learning: Programs: New Models of Excellence in Higher Education** (1998) the behaviors that students develop while participating in service-learning programs were enumerated as follows:

- A reduction of negative stereotypes and an increase in tolerance for diversity
- Greater self-knowledge
- Greater spiritual growth
- Increased ability to work with others
- Increased leadership skills
- Increased feeling of being connected to a community
- Increased connection to the college experienced through closer ties to students and faculty
- Increased reported learning and motivation to learn
- Deeper understanding of the subject matter
- Deeper understanding of the complexity of social issues
- Increased ability to apply material learned in class to real problems

According to Beth Mabry, (1998) student outcomes were affected by the amount and kind of contact with service beneficiaries, and frequency and variety of reflection activities. In particular, the impacts of these pedagogical variations were examined in relation to students' (1) personal values (2) civic attitudes, (3) perceived course effects on civic attitudes and (4) self-reported academic benefits. The results of the study suggested that service learning was more effective as a civic and academic pedagogy when student had (1) at least fifteen to twenty hours of service, (2) frequent contact with the beneficiaries of their service, (3) weekly in-class reflection, (4) ongoing and summative written reflection, and (5) discussions of their service experiences both with the instructors and the site supervisors. Colegio de San Jose's ASL's service hours and periods of reflection varied according to the program that instructors followed.

A research indicated that the results of service learning activities directed toward the development of civic responsibility can be maximized in two ways: First, if teachers

help students connect their service with instruction to analyze deeper social issues or political trends, students tend to understand the context for the community need and the factors that lead to the need arising. If their reflection activities were directed toward analysis of social issues and / or toward social action based on their service learning activities, students were much more likely to be able to identify and understand issues related to citizenship. (Billig, u.d.; Eastin, u.d.)

Bozeman (u.d.) showed that the participation of students in service activity had been positively correlated with attitudinal outcomes and the development of a responsible citizenry. He also conducted analyses using course type, course instructor, and participant academic level to further elucidate group differences in cognitive growth.

In an investigation which explored the comparative effects of service learning and community service on the cognitive and affective developments of college undergraduates, the principal findings of the authors were that service participation showed significant positive effects on all eleven (11) outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college (Astin, Vogelgesang, Ikeda and Yee, 2000).

The foregoing related literature and related studies although very inadequate, and do not directly deal with the topics of the investigation, served as the groundwork in this study. The investigator hoped to gain new insights and knowledge on the relationships among the tertiary students' perception of the level of their community involvement, the level of academic integration of service and the level of their social commitment.

The investigator believed that the ideas from the forgoing review would support and strengthen the theory that learning is "knowledge-imbibing" (Academic), "values enhancing" (Religious Education) and "knowledge-sharing" (Community Extension Services). If students engage in community service where their gained knowledge is practiced, more effective learning will result and integral formation of person is achieved as manifested through the persons' commitment to uplift the deplorable situation of their fellow human beings.

Summary

This chapter presented related literature and reviewed studies grouped into four topics.

The motivation of this study is the Academic-Religious Education-Community Extension Services Hyperlink, a term coined by Sr. Ma. Lourdes S. Verzosa, D.C., the

President of Colegio de San Jose to express her desire to see a closer and harmonious relationship among the pillars of the institution. It aspires to realize the dream of the Father to have “persons fully alive” (John 10:10) and serving the Church and society.

The first topic discussed the Academic-Religious Education-Community Extension Service as a program and as a service-learning model. Service-learning which began as early as 1980 in the United States has been practiced by the Daughters of Charity of St. Vincent de Paul since the beginning of their existence. St. Vincent de Paul left this legacy to the Daughters of Charity who founded Colegio de San Jose. Service-learning as a term has expanded its coverage and understanding of service to include the recipient as well as the service-provider. It no longer just deals with charity nor volunteerism but more as pedagogy to engender value necessary for life. This relates with the studies of Kahn (2000), Rada (2000), Eyler & Giles, (1999), Eyler (2000), Boston (1997), Youniss & Yates (1997), Brandell & Hinck (1997) Morgan (1997), and Clark (1993).

The second topic, community involvement discussed the Philippine laws that promote and support the establishment of community involvement in the academe through the enactment of the National Service Training Program (NSTP) of 2001 (RA 9163) and the CHED order No. 56, s 1996 which implements the Community Immersion/Integration Program (CIP/I). It also discussed initiatives of the government agencies and other schools in their involvement in the community. In addition, community organizing method as a step in community involvement was explained to give an idea to the reader on what goes on in a community service activity.

The third topic, described integration of service-learning into the curriculum and its effects on students’ academic performance and values development as in the study of Moely, McFarland, Miron, Mercer, & Ilustre (2003). The works of Morgan & Streb (1997), Berson (1997), Cohen & Kinsey (1994), Kendall (1990), Kraft & Krug (1994), McMahon (1998), Wade & Yarbrough (2001), Fenzel & Leary (1997), Crew (2000), and Holland (2001) also discussed academic integration.

The fourth topic, discussed the values gained through the students’ participation in service-learning of which social commitment is described as civic engagement, civic or social responsibility, responsible citizenry, civic attitudes, social action, and commitment to activism as reflected in the reports of the Character Education Partnership and found in the book *Service-Learning: Programs New Models of Excellence in Higher Education* (1998). Beth Mabry’s work (1998), also mentioned personal values. These findings were also confirmed in the studies of Moely, McFarland, et. al. (2002), Astin & Sax, (1998), Astin, Sax & Avalos (1999); Boss, (1994); Gorman, Duffy, Heffernan (1994); Eyler, Giles & Braxton (1997); Fenzel & Leary, (1997); Wade & Yarbrough (1996); Bozeman (u.d.), Billig (u.d.) and Eastin (u.d.).

Chapter III

RESEARCH DESIGN AND METHODOLOGY

Chapter Three consists of two parts:

Part One, Research Design: describes the research design that includes the purpose of the study, the participants, the data-gathering instruments, and the research procedure for scoring.

Part Two, Statistical Data Analysis Procedure, discusses the statistical tools used to answer the problem and to test the hypotheses.

Purpose of the Study and Research design

The descriptive correlation research design was utilized to determine Colegio de San Jose tertiary students' levels of awareness of their community involvement, the integration of academic service learning, and their social commitment.

Descriptive research design discussed the relationship of the dependent variables: community involvement, integration of academic service learning and value of social commitment when grouped according to the independent variables which were the year levels as classified by the office of the registrars, the course taken and the frequency of visits made to Barangay Sooc, Arevalo, Iloilo City.

Correlation research design determined the degree of relationship that exists between or among the level of community involvement, the level of integration of academic service learning, and the level of the social commitment.

Subjects of the study

The participants of the study were 187 tertiary students who are enrolled during the first semester of the academic year 2005-2006 in Colegio de San Jose. From the 346 enrollees, 54% or 186.84 or a total of 187 were chosen by stratified proportional random sampling using the Table of Random Numbers. The researcher adopted the Sloven's Formula using the 5% desired margin of error in determining the number of participants in the study.

Of the 187, 62 (33.2%) were first year, 40 (21.4%) were second year, 43 (23.0%) were third year and 42 (22.5%) were fourth year.

Of the 187, 48 (25.7%) were from Bachelor of Science in Commerce, 26 (13.9%) from Bachelor of Science in Information Technology, 4 (2.1%) from Certificate in Computer Secretarial, 52 (27.8%) from Bachelor of Science in Elementary Education, 31 (16.6%) from Bachelor of Science in Secondary Education, and 26 (13.9%) from Certificate in Health Care.

Table 1 summarizes the data.

Table 1 Distribution of Participants		
Category	Frequency	Percent
Entire Group	187	100%
Year Level		
First Year	62	33.2
Second Year	40	21.4
Third Year	43	23.0
Fourth Year	42	22.5
Courses		
BSC	48	25.7
BSIT	26	13.9
ComSec	4	2.1
BEED	52	27.8
BSED	31	16.6
CHC	26	13.9

Instrumentation

A researcher-made questionnaire validated by a panel of three jurors chosen according to their expertise, was used in gathering the data needed.

The reliability test was conducted by means of the Guttman splithalf, the result of which was 0.8806, for Spearman-Brown, the result was .8816, indicating high reliability. From the original 50 items, the final multiple-choice test was reduced to 30 items.

The instrument was divided into two parts. Part One was the Personal Data of respondents, which gathered information regarding the respondents' year level, course and the number of visits made to Barangay Sooc. Part Two was the Questionnaire Proper to appraise students' involvement in the community, the integration of community service in their academic courses and the development of the students' values of social commitment. Part Two contained 30 questions classified into three major concerns of the study: community involvement, academic integration and social commitment. This covered a broad array of issues, to assess the respondents' awareness of the Higher Education Department's academic program and the development of their value of social commitment as they participate in the community extension service activities.

Other sources of qualitative data were the personal interview, the journals and portfolios of experiences of those involved in the community extension service.

For computation purposes, each response was given an equivalent point as follows:

<u>Response</u>	<u>Point</u>
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

To interpret the scores, the following scale and corresponding description were used:

<u>Scale</u>	<u>Description</u>
4.20 – 5.00	Very High
3.40 – 4.19	High
2.60 - 3.39	Moderate
1.80 - 2.59	Low
1.00 – 1.79	Very Low

Data Gathering Procedure

Permission to conduct the study during the first semester of academic year 2005-2006 was sought from the President of Colegio de San Jose and from the Dean of the Higher Education Department. When permission was granted, the researcher asked for the enrolment list of the college department, and using stratified random sampling method chose 187 students. The researcher employed the Table of Random Numbers in the selection of the respondents as participants of the study.

The participants to this study were gathered at Rooms 105 and 106 of the Higher Education Department for 30 minutes to answer the questionnaire. After the retrieval of the accomplished questionnaires, the data were tallied, tabulated, computed, analyzed and interpreted.

Statistical Data Analysis Procedure

Statistical data analysis divides the methods for analyzing data into two categories: descriptive and inferential analysis.

For descriptive statistics, the study utilized frequency count, percentage, mean, and the standard deviation.

Frequency count. This was used to determine the number of participants belonging to each category.

Percentage. This was used to compare the number of categories with the total participants.

Mean. This was used to describe the respondents' observation of their community involvement, academic integration of service, and their social commitment when classified according to year level, course taken and frequency of visit to the community.

Standard Deviation. This was used to determine the homogeneity or heterogeneity of the participants' responses.

Inferential Statistics

For inferential statistics, the study utilized the analysis of variance (ANOVA) and the Pearson product moment correlation.

ANOVA (Analysis of Variance). This was used to determine whether at .05 level of significance, there is a difference among the levels of community involvement, integration of academic service learning and social commitment of the tertiary students when classified according to year level, course taken and the frequency of their visit to the community.

Pearson r. This was used to compare the relationship among the students' insight in the levels of community involvement, integration of academic service learning and social commitment of the respondents.

The data gathered were treated using the Statistical Package for Social Science (SPSS) Software.

Chapter IV

PRESENTATION, ANALYSIS and INTERPRETATION

This chapter presents the findings of the investigation and the corresponding analyses and interpretation of data. The data were obtained from the researcher-made questionnaire that had undergone validity and reliability tests.

This chapter presents the results in two parts:

Part One, Descriptive Data Analysis, shows the profile of the participants using the frequency count, percentage, mean and standard deviation.

Part Two, Inferential Data Analysis, presents the relationships among the variables using ANOVA and Pearson r.

Descriptive Data Analysis

This particular statistics describes the characteristics of the population. In this study, the mean was used to describe the respondents' community involvement, the integration of academic service learning, and the students' social commitment when classified according to year level, course taken and frequency of visit to the community.

TABLE 2

Level of Community Involvement taken as a whole and when classified according to Year Level, Courses being taken, and Frequency of Visit

CATEGORY	MEAN	DESCRIPTION	STANDARD DEVIATION
Whole group	4.05	High	.422
YEAR LEVEL			
First Year	3.95	High	.445
Second Year	4.19	High	.405
Third Year	4.07	High	.389
Fourth Year	4.06	High	.402
COURSE			
BSC	4.04	High	.453
BSIT	4.15	High	.390
COMSEC	4.05	High	.404
BEED	4.07	High	.412
BSED	4.02	High	.433
CHC	3.99	High	.426
FREQUENCY OF VISIT			
Never	3.93	High	.455
Occasionally	4.01	High	.437
Once a Year	3.89	High	.445
Once a Semester	4.14	High	.340
Once a Month	4.22	Very high	.485
Every Week	4.06	High	.376

Scale	Description
4.20 - 5.00	Very High
3.40 - 4.19	High
2.60 - 3.39	Moderate
1.80 - 2.59	Low
1.00 - 1.79	Very Low

The level of community involvement when taken as a whole was ascertained using the mean and standard deviation. The participants were classified according to year level, courses taken and frequency of visit in Barangay Sooc, Arevalo, Iloilo City. Table 2 presents these data.

The results showed that as an entire group the students ($M = 4.05$, $SD = .422$) had a “high” level of community involvement.

The “high” level of community involvement of students when taken as a whole suggested a number of plausible reasons. When interviewed to explain their understanding of community extension services, some defined community service as any activity that would benefit the poor. They explained that sharing material, financial or physical presence in the community was personally satisfying. This investigation affirmed Douglas Kirby’s (2001) study which indicated that those involved in community service felt empowered by the knowledge that they could make a difference in the lives of others. This understanding of community service was due to the explanation of their instructor in class or due to the effective orientation of the school’s vision and mission. The “high” level of community involvement of students was manifested in their desire to participate again in a community service and invite other youth to join whenever they share their faith with others. This study agreed with the findings of Muscott, et. al. (1999) as 95 % of their respondents expressed desire to sign up for another community service program. These data are reflected in the students’ responses to the questionnaire. The “high” level of community involvement when taken as a whole could mean that the tertiary students did not consider their year level, their courses and the frequency of their visits to the community a limitation to get involve in the life of the community.

When classified according to year level, of the first year ($M = 3.95$, $SD = .445$); the second year ($M = 4.19$, $SD = .405$); the third year ($M = 4.07$, $SD = .389$) and the fourth year ($M = 4.06$, $SD = .402$) had “high” level of community involvement. Table 2 presents these data.

The “high” level of community involvement in all year level seemed to reflect that the number of years that the students stayed in Colegio de San Jose had made a difference in the lives of the students as indicated by their positive write-ups found in their journal. This substantiated the work of Eyler, Giles and Braxton (1999) which stated that the participation of students in service learning over the period of one semester had an impact on the students’ attitudes, skills, values and their understanding of social

issues. The study also confirmed Astin & Sax's (1998) work which showed that the entering freshmen's participation in service during the undergraduate years substantially enhanced the students' academic development, life skills development and sense of civic responsibility.

When classified according to the courses taken, the Bachelor of Science in Commerce (BSC) ($M = 4.04$, $SD = .453$); Bachelor Science in Information Technology (BSIT) ($M = 4.15$, $SD = .390$); Certificate in Computer Secretarial (ComSec) ($M = 4.05$, $SD = .404$); Bachelor of Science in Elementary Education (BEED) ($M = 4.07$, $SD = .412$); Bachelor of Science in Secondary Education (BSED) ($M = 4.02$, $SD = .433$); and Certificate in Health Care (CHC) ($M = 3.99$, $SD = .426$) indicated a "high" level of community involvement. Table 2 presents these data.

The "high" level of community involvement when grouped according to course taken was probably due to the community service components of subjects such as the National Service Training Program that was implemented in 2002 for all first year student not withstanding the course they were taking; and the Religious Education subjects for all year level and courses. With RE at the heart of CSJ's curriculum, all students in the tertiary level had undergone community service activities and had been involved in the life of the community in one way or another.

The "high" level of community involvement could also be due to teacher factor. In a class sharing students expressed that teachers in their courses who are committed to community service positively modeled this attitude to their students who would in turn be encouraged to participate in service learning. Morgan's report (1997-1998) attested that service learning is an effective pedagogical approach that showed positive effects on student's grades and attitudes towards school.

As to the frequency of visit, those who responded never ($M = 3.93$, $SD = .455$); those who visited occasionally ($M = 4.01$, $SD = .437$); those who visited once a year ($M = 3.89$, $SD = .445$); those who visited once a semester ($M = 4.14$, $SD = .340$); and those who visited every week ($M = 4.06$, $SD = .376$) had all "high" level of community involvement. Those who visited once a month ($M = 4.22$, $SD = .485$) had "very high" level of community involvement. The standard deviation ranged from .340 to .485, which showed the narrow dispersion of the mean indicating the homogeneity of the respondents as to their community involvement level. These data are presented in Table 2.

The "very high" level of community involvement of those who visited once a month seemed to point to the students' maximum participation in the community. The students felt no burden in doing service when required to go to the community only once a month. Although the tutoring program was done weekly, the students were grouped in a way that they conduct tutoring service only once a month. Tutoring was done to school age children of Sooc to upgrade the children's achievement in their subjects particularly English, Science and Mathematics.

The “high” level of community involvement of the rest of the students, even those who never visited the community could be explained by the students’ participation in community service through regular fund drives to feed the hungry and to provide clothing and dry goods for Rummage Sale for the benefit of the service recipients. This was understood as a community involvement on their part. This study contradicted the findings of Astin and Sax (1998), Astin, Sax and Avalos (1999); and Mabry (1998) which concluded that the duration and intensity of service had an impact on student outcomes.

The results of the present study provide the service learning facilitator the grounds to improve the orientation program for students to better understand community involvement in the light of academic service learning as a model under the Academic, Religious Education and Community Extension Service Hyperlink. Furthermore, an efficient schedule of service learning activities would also optimize students’ and teachers’ involvement in the community and provide greater opportunity for learning.

TABLE 3

Level of integration of service learning taken as a whole and when classified according to Year Level, Courses being taken, and Frequency of Visit to the community

CATEGORY	MEAN	DESCRIPTION	STANDARD DEVIATION
Whole group	4.14	High	.463
YEAR LEVEL			
First Year	4.03	High	.525
Second Year	4.27	Very High	.456
Third Year	4.21	Very High	.355
Fourth Year	4.11	High	.443
COURSE			
BSC	4.14	High	.485
BSIT	4.07	High	.499
COMSEC	4.20	Very High	.441
BEED	4.19	High	.442
BSED	4.12	High	.360
CHC	4.14	High	.580
FREQUENCY OF VISIT			
Never	4.06	High	.558
Occasionally	4.13	High	.555
Once a Year	3.87	High	.419
Once a Semester	4.17	High	.384
Once a Month	4.30	Very High	.388
Every Week	4.17	High	.391
Scale	Description		N= 187
4.20 – 5.00	Very High		
3.40 – 4.19	High		
2.60 – 3.39	Moderate		
1.80 – 2.59	Low		
1.00 – 1.79	Very Low		

The level of students' awareness of integration of academic service learning when taken as a whole was determined using the mean and standard deviation. The participants were classified according to year level, courses taken and frequency of visit in Barangay Sooc, Arevalo, Iloilo City. Table 3 presents these data.

The results revealed that as an entire group the students' awareness of academic service learning integration was "high" ($M = 4.14$, $SD = .463$).

The "high" level of awareness of academic service learning integration could mean that the instructors clearly defined the programs of what Community Extension Service was and explained the way CES activity was intended to enhance their learning course material. The students also observed that their instructors obviously knew their responsibilities in the community. Hence, they were able to make a connection between the materials used in the classroom and the actual situation in the community. This study attested to the work of Eyler, & Giles (1999) which revealed that students with service learning had deeper understanding of course materials and were able to apply them to real world problems. Consequently, the outreach activity contributed to the student's deeper appreciation of the school's vision and mission. Table 3 presents these data.

When grouped according to year level, the first year ($M = 4.14$, $SD = .525$) and the fourth year ($M = 4.11$, $SD = .443$) perceived a "high" level of integration, whereas, the second year ($M = 4.27$, $SD = .456$) and the third year ($M = 4.21$, $SD = .355$) observed a "very high" integration of service learning in the curriculum. Table 3 presents these data.

The "very high" level of awareness of integration of academic service learning among the first and third year presupposed that the instructors of subjects with community service components namely: NSTP and RE clearly explained the relationship or coordination between the course and their involvement in CES. The students expressed that their instructors' presence in the community encouraged a closer and stronger bond between instructors and students. This study confirmed Rada's (2000) work, which asserted that service learning, had a positive impact on both teachers and students. Furthermore, he stated that teachers and students tend to become more cohesive as a group and that positive relationship develop between and among adults and young people in the school. Students also reported feeling more connected to the school.

When classified according to courses, the BSC ($M = 4.14$, $SD = .485$); the BSIT ($M = 4.07$, $SD = .499$); the BEED ($M = 4.19$, $SD = .442$); the BSED ($M = 4.12$, $SD = .360$); and the CHC ($M = 4.14$, $SD = .580$) all had "high" awareness of integration of academic service-learning. Table 3 presents these data.

Only the ComSec ($M = 4.20$, $SD = .441$) perceived a "very high" level of awareness of academic service learning integration. The probable reason for a "very high" level of awareness among the ComSec could be that the four respondents were enrolled in subjects with community service components. Thus, they were knowledgeable of the integration of service in the curriculum. Moreover, these students manifested

strong relationship with their faculty. This confirmed the work of Astin & Sax (1998) which revealed that students engaged in service learning showed closer faculty relationship than those who were not involved in service. Berson & Younkin (1998) stated that these students expressed greater satisfaction with the college and admitted to be more likely to graduate.

However, the “high” level of awareness of academic integration of service in all the rest of the courses seemed to point that the students were clarified how community extension service enhanced their learning of the course material and that they better appreciate the institutions’ vision and mission.

In an interview, the BSIT expressed that the period for discussion and reflection of the service rendered were inadequate. This confirmed Strage’s (2000) analysis of students’ journal that reflection was an essential element of service learning that provided links between what they were learning in lecture and from course readings, and the hands-on experiences they were having at their service-learning placements (community).

On the other hand, Education students felt that the community service made them appreciative of their course. This result affirmed the works of Moely, McFarland, Miron, Mercer, & Ilustre (2003) who said that students engaged in service learning manifested greater satisfaction with their courses.

The use of reflection paper, journal and portfolio as a method for student’s assessment of their hands-on experiences provided the instructors the way to gauge the students learning both of the course and the social and moral skills needed for a person’s integral formation.

When classified according to the frequency of their visit to the community of Barangay Sooc, those who visited once a month ($M = 4.30$, $SD = .388$) had a “very high” level of awareness of integration of academic service learning. The rest showed “high” awareness of academic integration of service. The mean of those who never visited was 4.06; occasionally had a mean of 4.13; and those who visited once a year registered a 3.87 mean. While those who visited every week and once a semester both had registered a mean of 4.17.

The standard deviations range from .36 to .58, which showed a narrow dispersion of the mean indicating the homogeneity of the respondents’ view of the integration of academic service learning. Table 3 presents these data.

The “very high” awareness of academic integration of service for those who visited once a month seemed to point that the students’ favor going to the community once a month. This also suggested that students understood clearly how community service enhanced their course material and how their assigned tasks would be accomplished. This result corresponds with the works of Eyler, Giles & Braxton (1999)

that showed combining community service and academic study over the course of a semester had a positive impact on the outcomes of students, though this did not specify the number of times that students had service learning over the course of a semester.

Though students preferred to visit the community once a month, the learning experience from the limited number of encounter with the service recipient could be maximized through a well guided, more comprehensive and detailed preparation of student's reflection paper which would be the source of the teachers' assessment of their learning. Blyth, Saito & Berkas (1997) affirmed that without reflection, students feel less responsibility toward serving others, civic involvement, and the environment. The reflection component enabled the student to make a connection between what they were doing and what they were learning. According to Bradley (1970), service learning involved the component of reflection, which should be done continuously during the planning and implementation through writing, speaking and demonstrating. Students must be engaged in the evaluation and assessment of the project; while teacher link the activities so students have the opportunity to understand the meaning and impact of their efforts. Consequently, the research also established that when reflection is not present, the program has a negative impact on students.

TABLE 4

Level of Social Commitment taken as a whole and when classified according to Year Level, Courses taken, and Frequency of Visit to the community

CATEGORY	MEAN	DESCRIPTION	STANDARD DEVIATION
Whole group	4.10	High	.489
YEAR LEVEL			
First Year	4.02	High	.506
Second Year	4.12	High	.493
Third Year	4.13	High	.491
Fourth Year	4.18	High	.444
COURSE			
BSC	4.12	High	.566
BSIT	4.11	High	.346
COMSEC	4.08	High	.518
BEED	4.14	High	.437
BSED	4.15	High	.428
CHC	3.92	High	.597
FREQUENCY OF VISIT			
Never	4.02	High	.518
Occasionally	4.10	High	.526
Once a Year	4.20	Very high	.541
Once a Semester	4.05	High	.442
Once a Month	4.23	Very high	.451
Every Week	4.13	High	.485
Scale	Description		
4.20 – 5.00	Very High		
3.40 – 4.19	High		
2.60 - 3.39	Moderate		
1.80 –2.59	Low		
1.00 – 1.79	Very Low		

The level of social commitment when taken as a whole was ascertained using the mean and standard deviation. The participants were classified according to year level, courses taken and frequency of visit in Barangay Sooc, Arevalo, Iloilo City. Table 4 presents these data.

The results revealed that as an entire group the students ($M = 4.10$, $SD = .487$) had “high” level of social commitment.

The “high” level of social commitment seemed to indicate that students were truly conscientized and therefore fully conscious of environmental and social issues, thus aware of their civic responsibilities. According to their sharing, their community service helped them gain more knowledge of how government works and made them more passionate about social justice.

When grouped according to year level, the first year ($M = 4.02$, $SD = .506$); the second year ($M = 4.12$, $SD = .493$); the third year ($M = 4.13$, $SD = .491$) and the fourth year ($M = 4.18$, $SD = .444$) had “high” level of social commitment. Table 4 presents these data.

The “high” level of social commitment in all year levels signified that Colegio de San Jose’s tertiary students had already imbibed the Vincentian core value of social commitment. In an interview, they said that community service was an expression of their love for the country through their service for the poor and the less fortunate members of the society particularly the residents of Barangay Sooc, Arevalo, Iloilo City.

The result of the study was similar to the findings of Westheimer & Kahne (2000) which indicated that service learning promoted democratic values and citizenships for children, youth and college students. Boss also reported on the effect of community service on undergraduate students that showed growth in their post conventional stage of principled reasoning. Gorman, Duffy & Heffernan (1994) also reported the impact of service learning on the moral development of undergraduate students.

The present study seemed to point to the need for service recipients to evaluate the services rendered by students in the community. Closer coordination and consultation with the people in the community would be beneficial to both the students and the service recipients of the service learning project.

When classified according to course, the BSC ($M = 4.12$, $SD = .566$); the BSIT ($M = 4.11$, $SD = .346$); the ComSec ($M = 4.08$, $SD = .518$); BEED ($M = 4.14$, $SD = .437$); BSED ($M = 4.15$, $SD = .428$); and CHC ($M = 3.92$, $SD = .597$) had all “high” level of social commitment. Table 4 presents these data.

The “high” level of social commitment inferred that all students notwithstanding the course taken had increased awareness of their social responsibilities that challenged

them to serve their immediate neighbors. Their broader knowledge of how government works deepened their love for the country and desire to help change the present economic situation. This confirmed the works of Westheimer & Kahne (2000) which indicated that student's sense of knowledge lead to their sense of agency and civic commitment. As they became conscious of the environment and the complexity of social issues, they became more passionate about social justice. Anderson (1998) and Youniss & Yates (1997) showed that service learning facilitated character education such as love for God's creation as well as civic education- passion for social justice and peace.

In a group discussion session, the BSED students wanted to do more for the community as they seemed to be certain of the people's favorable response to the service they rendered. Astin & Sax (1999); Eyler, Giles & Braxton (1997); Scales & Blyth (1997) signified that service is associated with civic engagement or favorable encounter with the service recipient and social connections thus, produces an ethic of service, and civic attitude. Johnson & Notah (1997) said service had positive effects on self - esteem and personal responsibility.

Unexpectedly, the students of the Certificate Program on Health Care gave the impression that they were not encouraged to serve their own community nor were they aware of how government works. The researcher found this response rather ironic since the Certificate in Health Care served in government owned hospitals and should be concerned with the environment, health, nutrition and sanitation. This finding was contradictory to Moely, MacFarland, Miron, Mercer & Ilustre's (2003) work that stated students engaged in service learning showed greater satisfaction with their courses, reporting higher levels of learning about academic fields and the community than did students not participating in service learning.

When classified according to frequency of visit in the community, those that visited once a month ($M = 4.23$, $SD = .451$) and once a year ($M = 4.20$, $SD = .541$) indicated a "very high" level of social commitment. While those with "high" level of social commitment never visited the area ($M = 4.02$, $SD = .518$); those who visited occasionally ($M = 4.10$, $SD = .526$); those visited once a semester ($M = 4.05$, $SD = .442$); and those who visited every week ($M = 4.13$, $SD = .485$). Table 4 presents these data.

There were plausible reasons for the "very high" level of social commitment among those who visited the area once a month and once a year. Those who visited once a month did so regularly with specific assigned tasks particularly tutoring of unprivileged children. In their journal, the student expressed satisfaction in what they do and what they learned from the children. During the conduct of this investigation, those who visited once a year had been in the community in the past and despite having visited once this semester their commitment to help the poor they encountered did not diminished. The present study is in accord with the works of Moely, MacFarland, Miron, Mercer, & Ilustre (2003) which showed increased students' civic and interpersonal skills and

attitudes over the semester and in their plans for future civic action in relation with the people they served.

The result of the present study provided administrators the ground for the institutionalization of service learning or the integration of service components into the curriculum as indeed service learning had made an impact in the development of social commitment in students. Furthermore, the incorporation of service learning is in line with the schools vision - mission of integral development of persons.

INFERENTIAL DATA ANALYSIS

Significant relationship among the levels of community involvement, integration of academic service learning and social commitment, when the respondents were classified according to year level, courses taken and frequency of visit in the community were ascertained in the present study using the Analysis of Variance and Pearson's Product Moment coefficient of Correlation (Pearson's r).

Analysis of Variance results were used to assess the significant relationship among the tertiary students' awareness of their community involvement, the integration of academic service learning and the social commitment when classified according to their year level, courses taken and the frequency of their visit to Bgy. Sooc, Arevalo, Iloilo City.

Pearson r was used to determine the significant relationship among the levels of community involvement, integration of academic service learning and the value of social commitment.

TABLE 5

ANOVA results of the Significant Difference in the Level of Students' Community Involvement when classified according to Year Level, Course being taken and Frequency of visit

	Sum of Squares	Df	Mean Squares	F	Sig.
A. Year Level					
Between Groups	1.425	3	.475	2.740	.045
Within Groups	31.719	183	.173		
Total	33.144	186			
B. Course					
Between Groups	.403	5	.081	.445	.817
Within Groups	32.742	181	.181		
Total	33.144	186			
C. Frequency of Visit					
Between Groups	1.842	5	.368	2.13	.064
Within Groups	31.302	181	.173		
Total	33.144	186			

P* < .05

The study revealed that the level of community involvement of the respondents had no significant difference when grouped according to course taken $F=.445$, $df (5,181) = 186$, $p = .817$ and frequency of visit $F = 2.131$, $df (5,181) = 186$, $p = .064$. However, when grouped according to year level, $F = 2.740$, $df (3,183) = 186$, $p = .045$, the result showed a moderate significance. Thus, the null hypothesis is rejected. Table 5 presents these data.

TABLE 6
Multiple Comparisons of Means
Community Involvement when grouped according to Year Level

Community Involvement	Year Level	Mean Difference	Significance
Second year	First Year	.239	.049
	Third Year	.113	.676
	Fourth Year	.126	.602

$p < .05$

Table 6 presents the multiple comparisons of the means of the level of community involvement among the year levels. The data shows that when compared with the second year, the mean difference of the first year was .239 at .049 significant level; when compared with the third year, the mean difference was .113 at .676 significant level; when compared with the fourth year, the mean difference was .126 at .602 significant level. Thus, the significant difference lies between the first year and the second year.

Though the first year was enrolled in NSTP during this semester, it was not until the second semester that they had a direct interaction with the people of the community.

This implied that the difference between the first year and the second years' community involvement were probably due to the fact that the first year had no direct contact with the community at the time of the conduct of this investigation.

Furthermore, though the level of community involvement among the first year fell on the "high" category still the truth remained that the means of the first year was much lower compared to the other year levels. This study confirmed the findings of Astin and Sax (1998), Astin, Sax and Avalos (1999); and Mabry (1998) which concluded that the duration and intensity of service had an impact on student outcomes. Though the first year had no direct contact with the community during the first semester, the material and

financial assistance that they generously gave were considered sizeable for students who were poor themselves.

The result of the present study provided the service learning facilitator the grounds to fully implement the ARCH program and direct its attention to strengthen the integration of the service learning in the academics and assure the sustainability of the service learning projects. This should be done in close coordination with the community extension service unit. A clearer definition of community involvement should be presented to the student body particularly to the first year and transferee students and should be understood in the light of service learning pedagogy.

When classified according to their course, the students' community involvement had an F-ratio of .445 with the significance level at .817. Table 5 presents these data.

The results indicated that the students' level of community involvement did not vary significantly when respondents were group according to their courses. Therefore, the null hypothesis is accepted. In short, the study revealed that the level of the students' community involvement did not depend on the students' course whether they maybe enrolled as BSC, BSIT, ComSec, BEED, BSED or CHC rather the result seemed to point that students had all been involved in the community in various forms, one way or another.

The present study is supported by three (3) mandated subjects with community service (service learning components) in the curriculum: one of them is the National Service Training Program (NSTP) - a required subject for all first year students regardless of the course they were enrolled in.

The work of Gallini & Moely (2004) confirmed that the courses with service learning component promoted interpersonal, community, and academic engagement; were academically challenging, and encouraged the students' continued study at the university (retention). In addition, the study of Moely, MacFarland, Miron, Mercer & Ilustre (2003) stated that students engaged in service learning showed greater satisfaction with their courses (with service learning components), reporting higher levels of learning about the academic field and the community than did students not participating in service learning.

The present study provided information for Higher Education administrators on the possible ways that the declining enrollment population could be arrested. With the introduction of the service learning pedagogy in the curriculum, courses would be more interesting and challenging to students at the same time that these subjects would become a training ground for citizenship.

When classified according to the frequency of visit, the F ratio was 2.131, with the degrees of freedom of 186 at a significant level of .064 which was greater than .05. Table 5 presents these data.

This means that the community involvement of students did not vary when classified according to the frequency of their visit. Thus, the null hypothesis is accepted.

The result signified that the student's "very high" level of community involvement among those who visited the area, though, once a month were considered substantial by the participants in the community service activities. The present practice in community outreach was for student's to commit to a once a month visit to Barangay Sooc for the service activity designated by the community extension service office.

Nevertheless, the findings of Scales, Blyth, Berkas and Kielsmeier (2000) showed that students with substantial hours of service-learning (community involvement) had positive effect on students' social responsibility and academic success. Johnson & Notah (1999) revealed that during a 9-week period of service learning project in the community, a positive effect was observed on the student's self-esteem and personal responsibility. In addition, the students who participated in subjects with service learning components showed more interest in their other classes.

The present study revealed that students' community involvement could be improved through well-organized and systematic program of activities integrated in the curriculum. Though once a month visit was very minimal, students realized that community involvement was not in the (quantity) number of visits but rather in the quality of service they rendered. Furthermore, instructors could be given more training concerning reflection and journal writing activity to deepen students' learning experience.

TABLE 7

ANOVA results of the Significant Difference in the level of students' awareness of integration of academic service learning when classified according to Year Level, Course being taken and Frequency of visit to the community.

	Sum of Squares	Df	Mean Squares	F	Sig.
A. Year Level					
Between Groups	1.659	3	.553	2.645	.051
Within Groups	38.259	183	.209		
Total	39.918	186			
B. Course					
Between Groups	.317	5	.064	.290	.918
Within Groups	39.601	181	.219		
Total	39.918	186			
C. Frequency of Visit					
Between Groups	1.502	5	.300	1.416	.221
Within Groups	38.415	181	.212		
Total	39.918	186			

P* < .05

The study revealed that the level of the students' awareness of the integration of academic service learning had no significant difference when respondents were grouped according to year level, course taken and frequency of visit. All the p-values were greater than .05, which indicated that academic integration of service did not vary. Thus the null hypothesis is accepted.

The difference between integration of academic service learning and the year level of students had an F ratio of 2.645, with a degree of freedom of 186, and the p value at .051. Thus the null hypothesis that the level of integration of academic service learning does not vary significantly when respondents were classified according to their year level is accepted. Table 7 presents these data.

The plausible reason could be that the integration of service learning in student's curriculum was evident in some subjects of each year level. The NSTP is offered to all courses in the first year; the RLE is offered in the first and second year of the Certificate in Health Care (CHC); Religious Education (RE) is offered in all year level year whereas the Community Integration Program and Immersion (CIP/I) is offered in the fourth year. Another reason could be that some students were enrolled in two or three subjects with community service components, which made the integration of service learning in the curriculum much clearer to the said students.

Thus, the result confirmed the work of Bozeman (u.d.) that showed participants in service activity had positive correlation with the attitudinal outcome and development of citizenry when classified according to course type, and academic level. In this investigation, the year level did have significance in the community involvement of students.

The present study is in accord with the work of Santmire, Giraud, & Grosskopf (1999) who experimented with a group who took part in service learning projects for two periods each day for the academic year and the control group with their traditional subjects reduced by ten minutes for instructional time a day. The findings showed that those enrolled in service learning subjects had significantly higher academic gains than the control group after repeated ANOVA measures ($F=5.63$, $p=>.02$). Scales, Blyth, Berkas & Kielsmeier (2000) stated in their study that compared with other students, students with substantial hours of service learning, a lot of reflection, and a high degree of motivation were attributed to service learning subjects.

The study provided grounds for the service learning facilitators to improve the program of activities already integrated into the present curriculum of students from first year to fourth year. Then again, more instructor-facilitators in the Higher Education Department could be encouraged to participate in the academic service learning that would enhance students' learning experience.

When grouped according to course taken, the integration of academic service learning had an F ratio of 0.290; with degrees of freedom of 186 at a significant level of .918. The result confirmed the null hypothesis. Therefore, it is accepted. Table 7 presents these data.

The possible reason could be that the students could clearly see that their service in the community had enhanced their course material and enabled them to apply their classroom learning. Furthermore, they had gained a better appreciation and interest of their subjects.

The present study is supportive of the works of Moely, McFarland, Miron, Mercer, & Ilustre (2003) who showed that students engaged in service learning manifested greater satisfaction with their courses. Strage's (2000) analysis of students' journal confirmed that students reflected thoughtfully about links between what they were learning in lecture and from course readings, and the hands-on experiences they were having at their service-learning placements (community).

The use of reflection paper, journal and portfolio as a method for student's assessment of their hands-on experiences provided the instructors the way to gauge the students learning both of the course and the social and moral skills needed for integral formation of persons. Therefore, instructors should be well trained in incorporating service learning into the curriculum and in the process of integration and reflection.

When classified according to the frequency of the visit to the community, the F ratio was 1.416, with a degree of freedom of 186, at a significance level of .221. The null hypothesis that the level of academic integration of service does not vary when students were grouped according to the frequency of their visit to the community is correct and therefore the hypothesis is accepted. Table 7 presents these data.

The result suggested that the number of visits in the community did not significantly affect the academic integration of service in the curriculum and vice versa. The probable reason was the fact that students were required to visit the community at least once a month.

All the p-values were more than .05 that means the academic integration of service when grouped according to year level, course and frequency of visit did not vary thus, and the null hypotheses are accepted.

The present study corresponded with the works of Eyler, Giles & Braxton (1999) that showed combining community service and academic study over the course of a semester had a positive impact on the outcomes of students.

The result of the present study implied a positive outcome of academic service learning integration in the curriculum and indicated that the culture of service had

permeated the school community. Though students prefer to visit the community once a month, the learning experience from the limited number of encounter with the service recipient could be maximized through a well guided, more comprehensive and detailed preparation of student's reflection paper which would be the source of the teachers' assessment of their learning.

TABLE 8
ANOVA results of the Significant Difference in the Level of Students' Social Commitment when classified according to Year Level, Course being taken and Frequency of visit

	Sum of Squares	Df	Mean Squares	F	Sig.
A. Year Level					
Between Groups	.731	3	.244	1.03	.380
Within Groups	43.289	183	.237		
Total	44.020	186			
B. Course					
Between Groups	.954	5	.191	.802	.550
Within Groups	43.066	181	.236		
Total	44.020	186			
C. Frequency of Visit					
Between Groups	.890	5	.178	.748	.589
Within Groups	43.130	181	.238		
Total	44.020	186			

P* < .05

When grouped according to year level, the student's social commitment had an F ratio of 1.031 with a degree of freedom of 186 at a significant level of 0.380 confirmed the null hypothesis that the level of students' social commitment does not vary when grouped according to year level, hence the hypothesis is accepted. Table 8 presents these data.

It also affirmed that from first year to fourth year the value of social commitment had been developed in the students and they had lived it well. The value of social commitment was one of the Daughters of Charity core values that the Religious Education was tasked to improve in students from the start of each school year.

The result is in accord with the work of Scales, Blyth, Berkas & Kielsmeier (2000) which compared students with service learning and those with none. Their findings revealed that those with substantial hours of service learning significantly increased their belief in efficacy of helping behaviors and grew in their commitment to civic involvement, Westeimer & Kahn, (2000). Morgan & Streb (u.d.) purported that the impact of service learning to those with several hours of participation in out of school activities (in service) had challenging tasks, made important decisions and helped in planning projects.

The result of the present study suggested that service learning has developed the value of social commitment and is consonant to the Daughters of Charity's vision of

integral development of persons. Furthermore, service learning promoted the institutional motto of Colegio de San Jose: a school for social transformation where love is service.

When grouped according to courses, the social commitment of students had an F value of .802, with a degree of freedom of 186 at a significant level of 0.550. Thus, confirm the null hypothesis that the level of social commitment of students' does not vary when grouped according to courses is accepted. Table 8 presents these data.

This means that the courses taken did not make a difference in the social commitment of students. The probable reason could be that service learning had been effectively practiced that the value of social commitment had been imbibed and manifested in their encounters with people in the community.

The present study is related to the work of Yates (1999) which discussed that students with service learning engaged in reflection of political and moral issues. Rosenberg, McKeon & Dinero (1999) said that teachers reported that students enrolled in subjects with service learning behaved in ways that reflected a positive social awareness.

The present study provided the service learning facilitators the grounds to initiate more service learning programs integrated into the curriculum to further develop the DC core values and not only social commitment. Furthermore, the administration could strengthen the implementation of ARCH as an umbrella unit for service learning projects.

When grouped according to frequency of visit, the social commitment of students had an F ratio of .748, with a degree of freedom of 186 at a significant level of .589. The result confirms the null hypothesis that the level of social commitment of student does not vary when grouped according to the frequency of their visit to the service area is correct. Consequently, the hypothesis is accepted. Table 8 presents these data.

This meant that the number of visits to the community did not make a difference in the social commitment of students. The result suggested that probably the students were already actively involved in community service and therefore social commitment came naturally to them.

The present study corroborated the work of Scales, Blyth, Berkas, Kielmeier (2000) which stated that students who participated in service learning showed greater concern for others' welfare and maintained that level over the course of the school year. In addition, Moely, MacFarland, Miron, Mercer & Ilustre (2003) discussed that students manifested increases over the semester service contributions related with social justice attitudes, appreciation of diversity and their plans for future civic action.

The present study seemed to show that the respondents had already developed their sense of social commitment. However, there is still a need to follow up the development of student's social commitment after they leave the school. Therefore, the

study called for another research to evaluate the status of CSJ student's social commitment after graduation.

The study revealed that the level of social commitment of the respondents had no significant difference when grouped according to year level, course taken and frequency of visit. All the p-values were greater than .05, which indicated that the level of the social commitment of the respondents did not vary. Hence, the null hypothesis is accepted.

Pearson r was used to compare the relationship among the respondents perception of the levels of community involvement, integration of academic service learning and social commitment. The main result of a correlation is called the correlation coefficient (or "r"). It ranges from -1.0 to $+1.0$. The closer r is to $+1$ or -1 , the more closely the two variables are related.

TABLE 9

Correlation Matrix
Among the level of students' involvement, integration of academic service learning and social commitment

	Student Involvement	Academic Service Learning Integration	Social Commitment
Student Involvement			
r	1		
Sig.		.750 .000	
Academic Integration			
r			1
Sig.			.686 .000
Social Commitment			
r			1
Sig.			.688 .000

P* < .05

A positive and significant relationship existed between student's community involvement and integration of academic service learning, with $r = .750$, $p = < .05$. The correlation coefficient is close to $+1.0$ and the significance level was .000. Table 9 presents these data.

The significance level points to a very strong evidence against the null hypotheses. Thus, the null hypothesis is rejected. The correlation coefficient of .750 meant that the higher the involvement of students in the community, the higher was the integration of academic service learning or the lower the student's community involvement, the lower was the integration of service learning in the curriculum of students.

The "very high" significance level of correlation coefficient between community involvement and integration of academic service learning in the curriculum point to the fact that there were three mandated subjects that integrated community service in their course material, namely: the National Service Training Program, the Related Learning Experience and the Community Immersion and Integration Program. In addition, the Daughters of Charity of St. Vincent de Paul who owned and run Colegio de San Jose had institutionalized community involvement through the Community Extension Service unit. The tertiary students of Colegio de San Jose conducted varied activities in the community of Barangay Sooc, Arevalo, Iloilo City. Service activities such as: tutoring of young children, caring for the sick and the elderly, livelihood programs, leadership training and values formation seminars and other similar activities were conducted on regular basis.

The present study is in consonance with the works of Astin & Sax (1998); Eyler & Giles (1999); Fenzel & Leary (1999); MacMahon (1998); Miller (1994); Volgelgesang & Astin (2000); and Ward (2000) which all stated that the incorporation of service learning (community service, community involvement) in the curriculum had a positive impact on students academic learning. In addition, Root (1994) expressed that application of service to academic content and vice versa had an impact on students, particularly learning outcomes.

The results of the present study pointed the exigency of greater coordination among the units that would make the integration of community involvement apparent, that would redound to the benefits of the service provider (student) as well as the service recipient (Community) and vice versa.

A positive and significant relationship existed between student's community involvement and the value of social commitment, with $r = .686$, $p = <.05$. The correlation coefficient is close to +1.0 and the significance level was .000. Table 9 presents these data.

The significant level points to a very strong evidence against the null hypotheses, thus, the null hypothesis is rejected. The correlation coefficient of .686 meant that the higher the involvement of students in the community, the higher was the value of social commitment or the lower the student's community involvement, the lower was the social commitment of students.

The “very high” significance level of correlation coefficient between community involvement and social commitment seemed to indicate that the tertiary students of Colegio de San Jose had evidently imbibed the value of social commitment as they participate actively in the monthly community service conducted through the initiative of the Community Extension Services unit. Furthermore, the orientation and owning sessions of the Daughters of Charity’s core values and the schools’ vision-mission held at the start of each academic year appeared to have made an impression on the students. In addition, the Religious Education classes strengthened the integral formation of students by means of the integration/reflection sessions and journal writing requirements that each faculty member asked from students.

The present study confirmed the work of Strage (2000) who analyzed student journal, written thoughtfully and reflectively, that showed there was a link between what were learned in lectures, from course-readings, and the hands-on experiences in service-learning placements (community). Furthermore, Anderson (1998) and Youniss & Yates (1997) showed that service learning facilitated character education as well as civic Education.

The use of reflection paper, journal and portfolio as a method for student’s assessment of their hands-on experiences provided the instructors the way to gauge the students’ learning both the course and the social and moral skills needed for persons to be fully functioning and responsible member of the Church and society. Therefore, instructors should be well trained in incorporating service learning into the curriculum, in the process of integration and the use of reflection papers as assessment or grading tools.

A significant and positive relationship existed between integration of academic service learning and social commitment of the respondents, with $r = .688$, $p = < .05$, The correlation coefficient is close to +1.0 and the significance level was .000. Table 9 presents these data.

The significant level points to a very strong evidence against the null hypotheses, thus, the null hypothesis is rejected. The correlation coefficient of .688 meant that the higher the integration of academic service learning, the higher was the social commitment of students or the lower the integration of academic service learning, the lower was the social commitment of students. Table 9 presents these data.

The “very high” significance level of correlation coefficient between integration of academic service learning and social commitment seemed to indicate that the tertiary students of Colegio de San Jose social commitment were enhanced through the integration of service learning in the course materials hence, they were more appreciative of the institution’s vision and mission which promote integral formation of persons for social transformation.

The result of the present study was similar to the findings of Westheimer & Kahne (2000) which indicated that service learning promoted democratic values and citizenships for children, youth and college students. Scales, Blyth, Berkas & Kielmeier (2000) showed that students who participated in service learning manifested greater concern for other's welfare than control students who had never participated in service learning. Service learning students also maintained their level of concern for other's welfare over the course of the school year.

The present study seemed to point to the need to institutionalize service learning to promote the school's vision-mission and the Vincentian heritage of social commitment and compassionate service to less privileged. Moreover, the researcher is convinced that academic service learning is the venue through which the institution could respond effectively to the cry of the Church of the Poor and the call for the promotion of Vincentian Spirituality.

Chapter V

SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

Chapter Five consists of three parts: (1) Summary of the Problem, Method, and Findings, (2) Conclusions and Implications, and (3) Recommendations.

Part One, Summary of the Problem, Method, and Findings reflects the salient features and findings in the study.

Part Two, Conclusions and Implications, presents the conclusions drawn from the results of the study and clarifies the relationship between the findings of the present investigation and the theories presented in relation to the level of community involvement, integration of service learning in the curriculum, and the value of social commitment.

Part Three, Recommendations, offers some suggestions based on the findings and conclusions.

SUMMARY

This study aimed at determining the level of relationship among community involvement, integration of academic service learning and social commitment of the tertiary students of Colegio de San Jose.

Specifically, this study sought answers to the following questions:

1. What is the level of students' community involvement?
2. Does the level of students' community involvement vary significantly when respondents are classified according to their:
 - a. year level
 - b. courses being taken and
 - c. frequency of their visit to the community?
3. What is the level of students' awareness of the integration of academic service learning?
4. Does the level of students' awareness of integration of academic service learning vary significantly when students are classified according to their:
 - a. year level
 - b. courses being taken and
 - c. frequency of visit to the community?

5. What is the level of student's social commitment?
6. Does the level of students' social commitment vary significantly when student respondents are classified according to their:
 - a. year level
 - b. courses being taken and
 - c. frequency of their visit to the community?
7. Does the level of students' community involvement relate significantly with the level of their awareness of integration of academic service learning?
8. Does the level of students' community involvement relate significantly with the level of their social commitment?
9. Does the level of students' awareness of the integration of academic service learning relate significantly to the level of their social commitment?

Based on the problems the following hypotheses were advanced:

1. The level of students' community involvement does not vary significantly when the respondents are classified according to the year level, the courses they are taking and the frequency of their visit to the community.
2. The level of students' awareness of the integration of academic service learning does not vary significantly when the respondents are classified according to their year level, the courses they are taking and the frequency of their visit to the community.
3. The level of students' social commitment does not vary significantly when the respondents are classified according to their year level, the courses they are taking and the frequency of their visit to the community.
4. The level of students' community involvement does not have significant relationship to the level of their awareness of integration of academic service learning.
5. The level of students' community involvement does not have significant relationship to the level of students' social commitment.
6. The level of students' awareness of the integration of academic service learning does not have significant relationship to the level of their social commitment.

The subjects of the study were the 187 randomly selected tertiary students of Colegio de San Jose, Jaro, Iloilo City. This number represented 54% of the total three hundred and forty six students in the Higher Education Department.

The data in this study were gathered by means of researcher-made questionnaire on the community involvement, integration of service learning into the curriculum and the value of social commitment of students. The test had undergone validity and reliability tests.

Frequency count, percentage, means, and standard deviation were used to describe the data gathered. Simple Analysis of Variance, set at 0.05 level of significance was employed for inferential analysis while Pearson's r was utilized to determine the association among the levels of community involvement, integration of academic service learning and social commitment. The inferential analysis was set at 0.05 level of significance.

FINDINGS

The findings of the present study are as follows:

1. The level of students' community involvement when taken as a whole was "High".

When classified according to year levels, all year levels: first year, second year, third year, and fourth year had "High" community involvement.

When classified according to the courses taken, all the courses: Bachelor of Science in Commerce (BSC), Bachelor Science in Information Technology (BSIT), Certificate in Computer Secretarial (ComSec), Bachelor of Science in Elementary Education (BEED), Bachelor of Science in Secondary Education (BSED), and Certificate in Health Care (CHC), indicated a "High" level of community involvement.

As to the frequency of visit, the level of community involvement of those who visited once a month was "Very High". The rest: Never, occasionally, once a year, once a semester, and every week, had "High" level of community involvement.

The level of students' community involvement when grouped according to course taken, and frequency of visit showed that it did not vary significantly. But when grouped according to year level a significant difference existed. Hence, the null hypothesis was rejected.

2. The level of students' awareness of integration of academic service learning taken as a whole was "High".

The level of awareness of integration of academic service learning among the first year and the fourth year were "High", whereas, the second year and the third

year had “Very High” level of awareness of integration of service in the curriculum.

When classified according to courses, the observed level of integration of academic service learning for all courses except the ComSec was “High”. The Computer Secretarial students had “Very High” awareness of the integration of academic service learning.

When classified according to the frequency of their visit to the community of Barangay Sooc, those who visited once a month had a “Very High” awareness of integration of academic service learning. The rest whose visit to the community were categorized as: never, occasionally, once a year, once a semester, and every week had “High” awareness of integration of service in the curriculum.

The level of awareness of integration of service in the curriculum when grouped according to year level, course taken and frequency of visit did not vary significantly. Hence, the null hypothesis was accepted.

3. In general, the students’ level of social commitment was “High”.

All year levels: the first year, the second year, the third year and the fourth year indicated a “High” level of social commitment.

When classified according to course, the level of social commitment was “High”.

When classified according to frequency of visit in the community, those that visited once a month and once a year had “Very High” level of social commitment. While those that never visited the area, those who visited occasionally, those who visited once a semester, and those who visited every week, had “High” level of social commitment.

The level of social commitment of the respondents when grouped according to year level, course taken and frequency of visit did not vary significantly. Hence, the null hypothesis was accepted.

4. There is a positive and significant relationship between the levels of community involvement and the awareness of integration of academic service learning. Hence, the hypothesis was rejected.

5. There is a positive and significant relationship between the levels of community involvement and the value of social commitment. Hence, the hypothesis was rejected.

6. There is a positive and significant relationship between the levels of integration of academic service learning and the value of social commitment. Hence, the hypothesis was rejected.

CONCLUSIONS

In view of the foregoing findings, the followings conclusions were drawn:

1. The high level of students' community involvement when taken as a whole and when grouped according to year level and course taken affirmed the school program that involved all students in the community regardless of year level and course taken. When grouped according to frequency of visit, the level of community involvement differs primarily due to the existing school policy that requires students to render service at least once a month.

2. The high level of students' awareness of integration of academic service learning in the curriculum when taken as a whole and when students were grouped according to course taken was associated to the implementation of mandated subjects with community service that were particular to the course of the students. However, the level of awareness of integration of academic service learning differ when students were grouped according to year level and the frequency of visit in the community appropriate to the year level that were taking subjects with community service components and to the number of times that the students were brought to the community.

3. The high level of students' social commitment when taken as whole and when grouped according to the students' year level and course taken confirmed that the institutional value of social commitment had been imbibed by the students. The students' level of social commitment vary when grouped according to frequency of visit as it was affected by the existing policy on the minimum number of visits that students were required to conduct in the community.

4. When grouped according to year level, the level of community involvement showed a significant difference. In other words, the length of years that students stayed in CSJ had a bearing on their community involvement.

However, when grouped according to courses taken and frequency of visit, the level of community involvement did not have significant difference which showed that the courses and the number of students' visits to the community do not affect their community involvement.

5. The level of students' awareness of integration of academic service learning when grouped according to the year level, the courses taken and the frequency of visit to the community did not have significant difference and therefore, were not the determinant factors to the level of students' awareness of the integration of service learning in the curriculum.

6. The level of social commitment when grouped according to the year level, the courses taken and the frequency of visit to the community did not have significant difference and therefore, were not the determinant factors to the level of students' social commitment.

7. A positive and very high significant relationship was found to have existed among the level of community involvement, the level of awareness of integration of academic service learning and the level of social commitment of the tertiary students of Colegio de San Jose. This indicates that the value of social commitment has permeated the academe as students manifest their strong community involvement and that service learning has cut across the curriculum.

RECOMMENDATIONS

As a logical outcome of the conclusions, the following recommendations are hereby presented:

1. Institutionalize and full implementation of the service learning pedagogy with the establishment of an office for Academic-Religious Education–Community Extension Services Hyperlink as the umbrella for academic service learning subjects to strengthen the coordination of the three units, to supervise the comprehensive administration of the integration of service in the curriculum (Academic), to monitor service placement (CES) and to evaluate outcome of students' service-learning (RE).
2. An intensified and broader curriculum integration of ASL is needed to advance the effort towards social transformation.
3. As a pioneer in academic service learning in region VI, if not in the country, Colegio de San Jose is responsible for other institutions to follow. Consequently, HED faculty members are urged to improve existing syllabi of subjects with mandated service component (NSTP, RLE, CIP) and at the same time, prepare other academic service learning course materials.
4. Conduct a similar study in the Basic Education Department of Colegio de San Jose and expand to include the other member schools under the Integrated Administration of St. Louise de Marillac Educational System of the Daughters of Charity in Western Visayas.
5. Conduct a follow up research on the social commitment of Colegio de San Jose's alumni to assess the sustainability of the program and whether students have truly imbibed the value as responsible members of Church and society.
6. Conduct an impact study that focuses on the evaluation of the community on the services rendered by students of Colegio de San Jose to Barangay Sooc, Arevalo, Iloilo City.

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Character Education Partnership <http://www.character.org>

RMC Research Corporation <http://www.rmcdenver.com>

The National Service-Learning Clearinghouse <http://www.servicelearning.org>

The New England Resource Center for Higher Education <http://www.nerche.org>

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